



Northside Middle

157 Cougar Drive
West Columbia, South

| | | |
|-----------------------|--------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 562 Students | |
| Principal | David Sims | 803-739-4190 |
| Superintendent | Venus J. Holland, Ed. D. | 803-739-8399 |
| Board Chair | Rick Shull | 803-796-9172 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Good | Average |
| 2008 | Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Good | Good |
| 2005 | Good | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

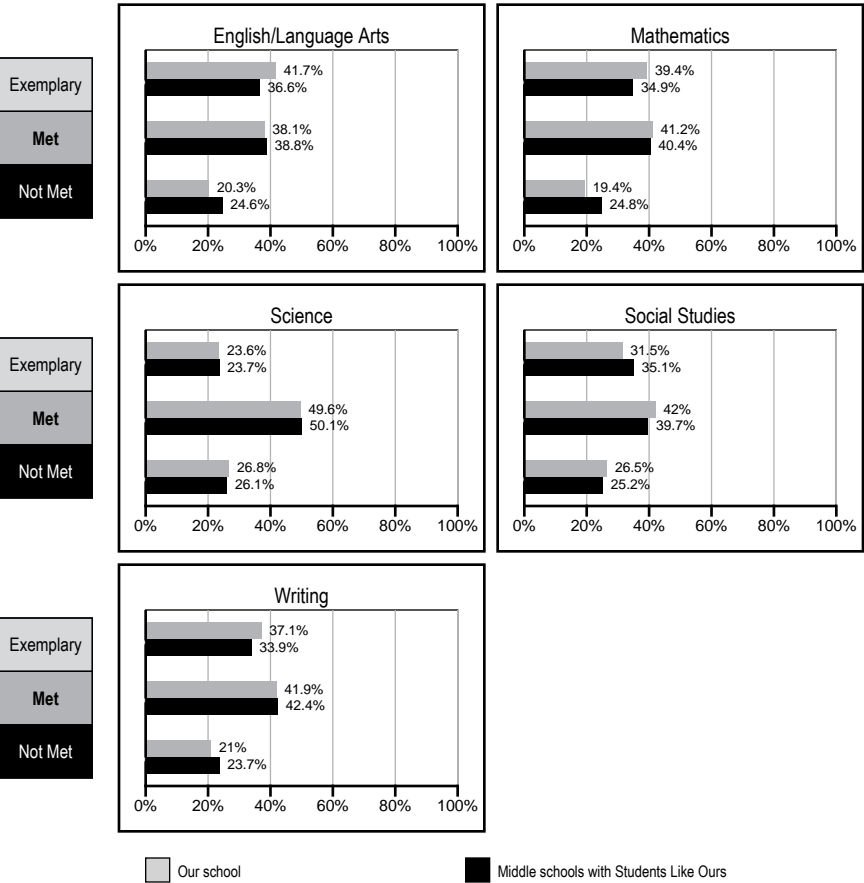
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 3 | 15 | 20 | 0 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 96.3% | 98.6% |
| English 1 | 97.8% | 94.6% |
| Physical Science | N/A | 33.3% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 97.1% | 98.2% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=562) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 32.8% | Up from 31.8% | 33.0% | 21.6% |
| Retention rate | 1.6% | Up from 1.2% | 1.1% | 1.2% |
| Attendance rate | 95.5% | Down from 95.8% | 96.2% | 95.9% |
| Eligible for gifted and talented | 35.6% | Up from 31.4% | 20.4% | 14.8% |
| With disabilities other than speech | 12.2% | Up from 11.6% | 11.1% | 12.6% |
| Older than usual for grade | 0.7% | Down from 2.4% | 1.4% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.4% | Down from 0.7% | 0.4% | 0.6% |
| Annual dropout rate | 0.0% | Down from 0.2% | 0.0% | 0.0% |
| Teachers (n=39) | | | | |
| Teachers with advanced degrees | 53.8% | Down from 59.0% | 60.6% | 56.9% |
| Continuing contract teachers | 84.6% | Up from 82.1% | 75.9% | 72.7% |
| Teachers with emergency or provisional certificates | 5.7% | Up from 5.6% | 4.3% | 5.3% |
| Teachers returning from previous year | 82.5% | Down from 84.8% | 85.5% | 82.9% |
| Teacher attendance rate | 95.2% | Up from 95.1% | 95.1% | 95.2% |
| Average teacher salary* | \$48,101 | Up 3.9% | \$47,890 | \$46,599 |
| Professional development days/teacher | 14.1 days | Down from 17.5 days | 10.2 days | 10.8 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 21.8 to 1 | Down from 23.1 to 1 | 21.7 to 1 | 20.1 to 1 |
| Prime instructional time | 90.1% | Up from 89.9% | 90.2% | 89.9% |
| Opportunities in the arts | Excellent | No Change | Excellent | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.0% | Down from 100.0% | 99.2% | 97.8% |
| Character development program | Excellent | Up from Good | Good | Good |
| Dollars spent per pupil** | \$6,735 | Up 9.5% | \$6,884 | \$7,645 |
| Percent of expenditures for instruction** | 69.5% | Down from 70.5% | 65.3% | 63.4% |
| Percent of expenditures for teacher salaries** | 66.5% | Down from 67.2% | 58.8% | 57.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Northside Middle School of Lexington Two remains committed to our community of students, emphasizing our motto, "Nothing Motivates Like Success." We serve a diverse learning community of 565 students from three elementary schools. During this school year, we contributed to our community's needs by providing food baskets in November and December and by making contributions to charitable organizations. Our doors were open to the community for special activities such as Open House, athletic events, winter concerts, Science Night, Paw Talent Show, and the Spring Arts Festival. To accomplish our mission which states, "We will nurture and develop successful life-long learners" we understand that the support and involvement from our families, students, community, and business partners is essential to our achievement.

Our school's success is directly related to the effectiveness of instruction in the academic and elective classrooms. Teachers use their instructional team planning to align their teaching objectives to the S.C. Standards by implementing a standards' driven instructional program. We continue to address the individual academic needs of students. Students at Northside take Measure of Academic Progress (MAP) in reading and math two times each year. Northside has implemented a results-based, data-driven curriculum to ensure academic achievement for all students. All students are assigned an advisor that will assist them throughout the school year. During Advisory students set academic goals based on test results, discuss school life, and focus on our character education qualities. Students are encouraged to obtain their goals, think before they act (TBYA), and to participate in clubs and extra-curricular activities.

Transitions of students are bridged by collaboration between the Elementary, Middle, and High Schools. Northside creates and promotes a safe and inviting school climate. Communication is a key ingredient for our learning community. Weekly emails and three-week interims keep parents up-to-date on student progress. Incoming students from the elementary schools are provided with a question and answer session at each site, an orientation and tour of Northside during the school day, and a summer orientation for new parents and students is also provided. Eighth graders are visited by their future counselors, tour the Brookland Cayce High School campus, and are encouraged to visit during the summer months.

Academically, Northside Middle School had a banner year. Forty-two students were recognized as South Carolina Junior Scholars, and thirteen were honored as Myrdis Walker Scholars. Forty two of our students were named Duke TIP Scholars. Our students' successes included State Fair Art winners, and winners of essay, poster, and talent contests. Our athletic teams represented us well in competition.

We attribute these successes and accomplishments to our community of learners, an exceptionally talented and dedicated staff, an active and strong Paw Booster Club and SIC, along with a dedicated school board, excellent visionary district level leadership, but most of all strong parental and community involvement and support.

David Sims, Principal
Amary Sox, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 43 | 165 | 58 |
| Percent satisfied with learning environment | 90.7% | 71.3% | 91.2% |
| Percent satisfied with social and physical environment | 97.7% | 79.1% | 84.2% |
| Percent satisfied with school-home relations | 95.2% | 83.2% | 82.5% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 27 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | | |
|---|--------------|-----------------|---------------------|
| | Our District | | State |
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | | 5.8% |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.5% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 554 | 99.5 | 22.6 | 38.2 | 39.2 | 86.1 | 82.1 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 283 | 99.3 | 26.4 | 37.5 | 36 | 82.4 | 77.5 | 79.3 | N/A | N/A |
| Female | 271 | 99.6 | 18.7 | 38.9 | 42.4 | 89.9 | 86.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 353 | 99.4 | 11.3 | 39 | 49.7 | 93.8 | 89 | 89.5 | Yes | Yes |
| African American | 131 | 99.2 | 43.6 | 35.9 | 20.5 | 73.5 | 72.4 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 93.9 | 92.3 | I/S | I/S |
| Hispanic | 60 | 100 | 45.5 | 41.8 | 12.7 | 67.3 | 72.7 | 76.5 | Yes | Yes |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 71 | 95.8 | 61.7 | 26.7 | 11.7 | 55 | 49.7 | 52 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 63 | 100 | 47.5 | 35.6 | 16.9 | 66.1 | 69.5 | 75.1 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 231 | 99.6 | 39.9 | 36.1 | 24 | 74.5 | 74.7 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 554 | 99.5 | 20.8 | 44.6 | 34.6 | 85.3 | 79 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 283 | 99.3 | 24.5 | 45.2 | 30.3 | 81.6 | 76.5 | 77 | N/A | N/A |
| Female | 271 | 99.6 | 17.1 | 44 | 38.9 | 89.1 | 81.4 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 353 | 99.4 | 12.8 | 42.6 | 44.6 | 92 | 86.8 | 87.2 | Yes | Yes |
| African American | 131 | 99.2 | 37.6 | 46.2 | 16.2 | 72.6 | 66.4 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 97 | 93 | I/S | I/S |
| Hispanic | 60 | 100 | 36.4 | 52.7 | 10.9 | 70.9 | 75.3 | 76 | Yes | Yes |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 71 | 95.8 | 61.7 | 33.3 | 5 | 46.7 | 44.7 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 63 | 100 | 35.6 | 50.8 | 13.6 | 71.2 | 72.4 | 76.1 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 231 | 99.6 | 37.5 | 46.6 | 15.9 | 72.6 | 71.3 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 369 | 100 | 27 | 49.4 | 23.6 | 73 | 68 | 67.5 |
| Gender | | | | | | | | |
| Male | 183 | 100 | 30 | 45.9 | 24.1 | 70 | 66.4 | 67 |
| Female | 186 | 100 | 24.2 | 52.8 | 23 | 75.8 | 69.7 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 234 | 100 | 15.2 | 53.1 | 31.7 | 84.8 | 79.7 | 79.5 |
| African American | 81 | 100 | 50 | 41.9 | 8.1 | 50 | 49.8 | 50.3 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 75 | 84.3 |
| Hispanic | 48 | 100 | 47.7 | 43.2 | 9.1 | 52.3 | 59.3 | 60.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 49 | 100 | 68.9 | 28.9 | 2.2 | 31.1 | 37.1 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 47 | 100 | 50 | 43.2 | 6.8 | 50 | 55.8 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 155 | 100 | 47.1 | 40 | 12.9 | 52.9 | 56.3 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 363 | 100 | 26.5 | 41.9 | 31.7 | 73.5 | 73.2 | 72.3 |
| Gender | | | | | | | | |
| Male | 186 | 100 | 29.1 | 37.1 | 33.7 | 70.9 | 70.7 | 71.5 |
| Female | 177 | 100 | 23.7 | 46.7 | 29.6 | 76.3 | 75.7 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 228 | 100 | 19.5 | 42.7 | 37.7 | 80.5 | 80.5 | 80.7 |
| African American | 88 | 100 | 41.8 | 38 | 20.3 | 58.2 | 61.6 | 60 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 84.2 | 88.5 |
| Hispanic | 40 | 100 | 36.8 | 50 | 13.2 | 63.2 | 69.6 | 68 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 43 | 100 | 62.2 | 29.7 | 8.1 | 37.8 | 41.2 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 42 | 100 | 34.1 | 46.3 | 19.5 | 65.9 | 67.9 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 157 | 100 | 37.8 | 42.7 | 19.6 | 62.2 | 65.2 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 564 | 98.2 | 20.3 | 42.3 | 37.5 | 79.7 | 68.3 | 70.2 | 95.5 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 287 | 97.2 | 29.1 | 41.4 | 29.5 | 70.9 | 59.9 | 63.2 | 95.4 | 95.8 |
| Female | 277 | 99.3 | 11.5 | 43.1 | 45.4 | 88.5 | 76.8 | 77.5 | 95.6 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 356 | 98.3 | 11.3 | 40.7 | 48.1 | 88.7 | 76.1 | 79.1 | 95.5 | 95.6 |
| African American | 136 | 97.8 | 34.2 | 49.2 | 16.7 | 65.8 | 56.1 | 57.6 | 95.5 | 96 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 90.9 | 86.2 | 97.9 | 96.5 |
| Hispanic | 62 | 98.4 | 48.2 | 39.3 | 12.5 | 51.8 | 62.8 | 62.6 | 95.4 | 96.1 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 68.7 | 96.1 | 95.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 70 | 92.9 | 79.3 | 19 | 1.7 | 20.7 | 23 | 26.1 | 95.2 | 95.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 97.2 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 65 | 98.5 | 45 | 38.3 | 16.7 | 55 | 59.2 | 61.2 | 95.7 | 96.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 226 | 96.9 | 36 | 45.5 | 18.5 | 64 | 58.8 | 58.9 | 94.6 | 95.4 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 181 | 100 | 18.5 | 39.3 | 42.3 | 81.5 |
| | 7 | 181 | 100 | 23.3 | 34.3 | 42.4 | 76.7 |
| | 8 | 192 | 98.4 | 25.8 | 41 | 33.1 | 74.2 |

Mathematics

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 181 | 100 | 11.3 | 54.8 | 33.9 | 88.7 |
| | 7 | 181 | 100 | 23.8 | 39.5 | 36.6 | 76.2 |
| | 8 | 192 | 98.4 | 27 | 39.9 | 33.1 | 73 |

Science

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 92 | 100 | 27.1 | 54.1 | 18.8 | 72.9 |
| | 7 | 181 | 100 | 22.5 | 51.4 | 26 | 77.5 |
| | 8 | 96 | 100 | 35.6 | 41.1 | 23.3 | 64.4 |

Social Studies

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 89 | 100 | 14.5 | 51.8 | 33.7 | 85.5 |
| | 7 | 181 | 100 | 35.8 | 35.8 | 28.3 | 64.2 |
| | 8 | 93 | 100 | 19.3 | 44.3 | 36.4 | 80.7 |

Writing

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 184 | 99.5 | 18.8 | 43.5 | 37.6 | 81.2 |
| | 7 | 185 | 98.9 | 19 | 40.8 | 40.2 | 81 |
| | 8 | 195 | 96.4 | 22.9 | 42.5 | 34.6 | 77.1 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample